

## English, Grade 9 Applied ENG1P

### Lesson 1: Diverse Text Forms – Uniform Message

#### Connections to Financial Literacy

Students will be working towards improving their understanding of a variety of text forms but the questions they will be exploring in this unit are “What does it mean to have wants and needs?” “How is wealth and success perceived around the world?” and the big question, “Do you have everything you need?” Through the exploration of graphs, maps, charts, essays, songs, poems and traditional text forms, students will develop their interpretation of wealth and success and reconsider their concept of wants and needs.

Through the examination and self-reflection of wants and needs, the students will be better equipped at “having the knowledge and skills needed to make responsible economic and financial decisions with competence and confidence” (*Sound Investment: Financial Literacy Education in Ontario Schools*, p. 7)

“In developing “critical literacy [skills] related to financial issues, [the] goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and... and the social, environmental, and ethical implications of their own choices as consumers.” (*Financial Literacy: Scope and Sequence of Expectations 9-12*, p. 3)

#### Text Forms Explored in Lesson

- Graphic text
- Short story
- News report
- Poetry
- Cartoon
- Comic strip
- Graph
- Blogs
- Web pages
- Videos

#### Text Forms Created in Lesson

##### Graphic Organizers

- Group Placemat
- 3 Column T-Chart

##### Personal Responses

- Quick Write
- EXIT/ ENTRANCE Slip

## Curriculum Expectations

### ORAL COMMUNICATION

#### Overall Expectations:

By the end of this course, students will:

**1. Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

#### Specific Expectations:

##### Purpose

1.1 identify the purpose of a few different listening tasks

##### Demonstrating Understanding of Content

1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts	
<b>READING AND LITERATURE STUDIES</b>	
<b>Overall Expectations:</b> By the end of this course, students will:	
<b>1. Reading for Meaning:</b> read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning	<b>Specific Expectations:</b> <b>Variety of Texts</b> 1.1 read a few different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading <b>Using Reading Comprehension Strategies</b> 1.2 identify and use a few different reading comprehension strategies before, during, and after reading to understand simple texts and some teacher-selected complex texts <b>Analysing Texts</b> 1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements  <b>Text Forms</b> 2.1 identify a few different characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning <b>Text Features</b> 2.2 identify a few different text features and explain how they help communicate meaning
<b>2. Understanding Form and Style:</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	
<b>WRITING</b>	
<b>Overall Expectations:</b> By the end of this course, students will:	
<b>1. Developing and Organizing Content:</b> generate, gather, and organize ideas and information to write for an intended purpose and audience	<b>Specific Expectations:</b> <b>Research</b> 1.3 locate and select information to support ideas for writing, using a few different strategies and print, electronic, and other resources, as appropriate <b>Organizing Ideas</b> 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a few different strategies and organizational patterns suited to the content and the purpose for writing
<b>MEDIA STUDIES</b>	
<b>Overall Expectations:</b> By the end of this course, students will:	
<b>2. Understanding Media Forms, Conventions, and Techniques:</b> identify some media forms and	<b>Specific Expectations:</b> <b>Form</b> 2.1 identify general characteristics of a few different

explain how the conventions and techniques associated with them are used to create meaning

media forms and explain how they shape content and create meaning

### **Conventions and Techniques**

2.2 identify a few different conventions and/or techniques used in familiar media forms and explain how they convey meaning

## **Learning Goals**

**At the end of this lesson, students will know, understand and/or be able to...**

- Identify the various components that are consistent or unique to text forms;
- Identify the text form and text features an author used to convey a message related to wants, needs, success, poverty, or wealth.

## **Instructional Components and Context**

<b>Readiness &amp; Instructional Strategies</b>	<b>Terminology</b>	<b>Materials</b>
<p><b>Readiness</b></p> <p>Students should have a familiarity with a variety of text forms in order to articulate how each of the text forms examined in this lesson are similar or unique. For success in the activities connected to this lesson, they will need to be able to communicate how the various features help reveal information and how effectively the information is conveyed.</p> <p><b>Quick-write</b></p> <p>For this activity, teachers should provide students with just enough time to for students to stop and reflect on their learning – about 3 or 4 minutes. The teacher provides a prompt and says something like, “I am going to give you 3 minutes to write everything you can think of related to...” teachers may direct students’ attention to word walls in the classroom as a way to reinforce learning in a particular</p>	<p><b>Terminology</b></p> <p>The following terms will be used throughout the lesson; teachers may need to assess students prior understanding of these terms before beginning the lesson.</p> <p><b>Related to Financial Literacy:</b></p> <ul style="list-style-type: none"> <li>• Wealth</li> <li>• Success</li> <li>• Wants</li> <li>• Needs</li> </ul> <p><b>Related to Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Text feature</li> <li>• Text form</li> <li>• Intended audience</li> <li>• Intended purpose</li> <li>• Graphic text</li> <li>• Poetry</li> <li>• Short story</li> <li>• Blog</li> <li>• Cartoon</li> <li>• Comic strip</li> <li>• Graph</li> </ul>	<p><b>Materials</b></p> <p><b>For the Unit</b></p> <p>Bulletin Board for posting texts explored in the unit (as outlined in the Minds On section of this Lesson)</p> <p><b>Minds On</b></p> <p>Assortment of texts of various forms which deal with the issues of wants versus needs, poverty, success, and wealth (several have been provided in Grade 9 Appendix 1-1)</p> <p>BLM 1-1: Text Form Gallery Walk</p> <p><b>Action</b></p> <p>Grade 9 BLM 1-2: Discussion Placemat–3 or 4 Person</p> <p>Small index cards or medium sized Post it notes</p>

<p>unit. Teacher may wish to give students small index cards or medium sized Post it notes to help guide students regarding length of response and to reduce the anxiety of students who may find writing on a regular sized sheet of notepaper daunting.</p> <p>Adapted from <i>Total Participation Techniques: Making Every Student an Active Learner</i>, Persida Himmele &amp; William Himmele, 2011, ASCD</p> <p><b>Chalkboard Splash</b> This activity provides students with an opportunity to see the collective responses of their peers. All students record their responses to teacher prompt. Students have an opportunity to formulate their responses or thinking in a Quick Write or Quick draw and then copy their responses onto a random or assigned spot on chart paper or a whiteboard/ chalk board. After recording their responses, students are given an opportunity to analyze peer responses for three things: similarities, differences, and surprises.</p> <p>If students have access to computers or personal electronic devices, the teacher could set up a poll using a site such as Polleverywhere or virtual bulletin board such as Posterous or Twitter . (<b>Note:</b> it is important for teachers to follow the guidelines outlined by their schools and districts regarding safe and appropriate use of internet if using any Web 2.0 tools)</p>	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• News report</li> </ul> <p>Definitions for <i>wealth</i>, <i>success</i>, <i>have</i> and <i>need</i> should also be displayed at the front of the classroom.</p> <p>Ideally, an entire bulletin board will be dedicated to the ongoing responses to the unit question: <b>“Do you have everything you need?”</b> As the unit progresses, the teacher or students will post materials along a continuum which depict things that are “wants” and things that are “needs” either above or below the Yes/No line.</p>	<p>Grade 9 Lesson 1 - Labels for Tables</p> <p><b>Consolidation</b></p> <p>Grade 9 BLM 1- 3 Whiteboard/ Chalkboard Splash Debriefing Form</p>
---	---	---

**Minds On**

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

**Lesson Description****Notes to teacher:**

- Before beginning the Unit the teacher prepares a bulletin board with the question, “Do you have everything you need?” and a clearly marked horizontal middle line. The words, Yes and No should appear above and below the line.

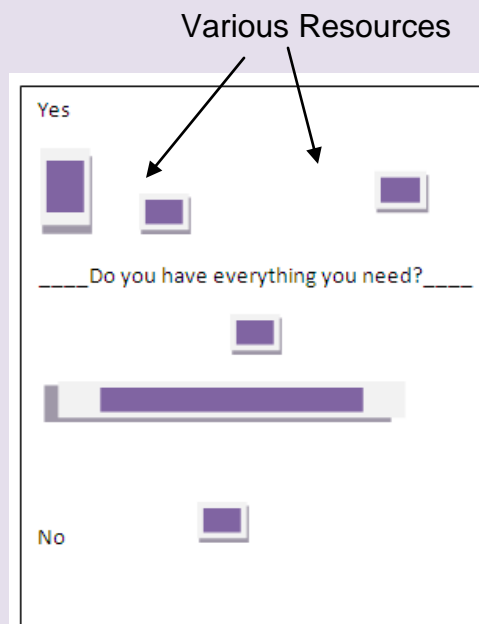
**The teacher will post a purpose statement for the lesson:**

To consider the concepts of **wants** and **needs** from a variety of perspectives so that we can assess the extent to which our own experiences influence our perception of wealth and poverty, wants and needs.

To be able to name some of the characteristics of a variety of text forms so that we will be able to recognize them when we encounter them in our day to day lives.

To begin formulating an answer to the Big Question in this unit:

**Do you  
have everything  
you need?**

**Sample Bulletin Board****Gallery Walk**

- The teacher will create several stations around the room which are numbered but not labeled.
- At each station will be a specific text forms which has a message related to wealth and

poverty or wants and needs. (sample text are included with this lesson in **Grade 9 Appendix 1-1.**)

- Students will move from station to station, alone or with a partner if they choose, recording the what they think the text form is at each station, and one or two identifying features of the text form at the station, using the Gallery Walk recording sheet. (**BLM 1-1: Text Form Gallery Walk**)

Station #	Text Form	Identifying Features
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

- At this point, students are not required to review all of the content of the materials but are encouraged to skim and scan items at each centre.
- The teacher will circulate around the class to help students examine the materials and ask guiding questions.
- Once most students have had an opportunity to visit all of the stations, the teacher will place the text form label at each center. Students are invited to compare their answers on the **Text Form Gallery Walk** sheet to the ones at each station.

#### **A for L** Assessment for learning

As students visit the various centers, the teacher should be checking to see which students are able to identify common text forms and which ones are incorrectly identifying or unable to begin identifying text forms. At the end of the lesson, the teacher may wish to follow up to see if there are still background knowledge gaps for these marker students so that an appropriate response can be planned. (e.g. posting word wall with sample texts as visuals; repetition of text form terminology in subsequent lessons)

## Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

## Lesson Description

## Notes to teacher:

### Placemat Activity

- Tell students that a text feature is a attribute or element which is found in a text. For example, a science text book often contains pictures, drawings, words, headings, captions, labels, long and short paragraphs, etc. a movie contains music, dialogue, shots of scenes, but sometimes it may contain subtitles, zoom shots, and fades as well.
- **Note:** the teacher should model thinking around filling in the areas of the placemat with a sample text form in order to support the gradual release of responsibility for learning to the students.
- Students work in groups of 3 or 4 as the expert group for one of the forms of text used in the Gallery Walk. On their own first, students examine the text samples and write down all the text features they notice in the sample texts, or that they recall from other texts they may have seen which could be classified as this text form.
- In the center of the placemat, students work collaboratively to create a definition of the text form and a list of all the features which can be found in that text form.
- Teacher randomly selects one student from each text form group to share the groups definition and text features with the class. Students are invited to add any other text features which the expert group may have missed.

### A<sub>for</sub>L Assessment for learning

As the students are filling in their areas on the group placemat, the teacher should be checking to see which students are able to identify common text features and which ones are incorrectly identifying or unable to begin identifying text features. The teacher may wish to have students write their names in their area of the placemat which can serve as a diagnostic tool that can be reviewed later by the teacher.

At the end of the lesson, the teacher may wish to follow up to see if there are still background knowledge gaps for these marker students so that an appropriate response can be planned. (e.g. posting word wall with sample texts as visuals; repetition of text feature terminology in subsequent lessons)

- These definitions and lists of features could be posted in the classroom or electronically to a virtual classroom web space for students to refer to throughout the course.

### Quick-write

- Ask students to respond to the prompt:
  - How do various text features help to communicate meaning and increase the ease of use and understanding of the text for me as a reader/ viewer?
- Give students 3 minutes to collect their thoughts and jot down a their responses.
- Follow up the quick Write with Chalkboard Splash:
  - Students copy what they wrote during their quick write to an area on a whiteboard/ chalkboard or chart paper.
  - Once all students have transferred their Quick Writes, the teacher invites students to read what others have posted

### Consolidation

- ♦ Providing opportunities for consolidation and reflection
  - ♦ Helping students demonstrate what they have learned
- Components of Consolidation:
- discussion of student work
  - teaching emphasis
  - highlights and *summary (What did you learn?)*
  - independent or practice

Students respond to the posts by filling in the **Grade 9 BLM 1- 3 Whiteboard/ Chalkboard Splash Debriefing Form**

Whiteboard/ Chalkboard Splash Debriefing Form		
Similarities	Differences	Surprises



**EXIT/ ENTRANCE Slip**

Each student selects one of the texts from the folder, reads the text, and responds to the following questions :

- I read a ...(name text form)
- I think the author of this text is trying to say...(fill in own ideas)
- The parts of the text that make me think this is what the author is saying are...

**Note:** By selecting 4 or 5 texts from which students may choose to respond for the EXIT/ ENTRANCE slip, the teacher will help to ensure that students are not overwhelmed by the task, and are therefore more likely to be successful.

**Differentiated Assessment**

By allowing students to decide which text they would like to choose for their EXIT/ ENTRANCE response, the teacher is differentiating assessment based on the students interests.

When choice as one of the aspects of differentiation, it is important for the students to understand that in order for learning to occur, they need to select learning opportunities which will help them to stretch their understanding and skills; this means that the task should not be too easy, nor should it be too difficult.

Disclaimer: Images and many text resources included in ELAN Financial Literacy Units are available in the public domain; ELAN does not guarantee continued access to external links provided on this site; nor shall it be liable for damages resulting directly or indirectly from the use of any external links provided.